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ABSTRACT

This paper presents a sample syllabus for use in an undergraduate course focused on leaders, leadership behaviors, and the leadership process. The paper notes that the training of new leaders has lagged behind the development curve in providing for effective leaders to meet the challenges of the 21st century. The paper also notes that training of leaders has included such elements as ethics, multicultural diversity, communication skills, an understanding of people, and a knowledge of the leadership process. The paper argues that what a leader is can be improved, if not actually learned, through training and education. The paper concludes with a sample syllabus that has been used in a field study in an ongoing project. Contains 32 references. (Author/RS)

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LEADERSHIP FOR 2001: TEACHING LEADERSHIP COMMUNICATION BEHAVIORS

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Abstract

The goal of this paper was to present a sample syllabus for use in an undergraduate course focused on leaders, leadership behaviors, and the leadership process. Unfortunately it has been determined the training of new leaders has lagged behind the development curve in providing for effective leaders to meet the challenges of the 21st century. Training of leaders has included elements such as ethics, multicultural diversity, communication skills, an understanding of people, a knowledge of the leadership process. It has been argued that what a leader is can be improved, if not actually learned, through training and education. The sample syllabus has been used in a field study, but the project has not been completed.

LEADERSHIP FOR 2001: TEACHING LEADERSHIP COMMUNICATION BEHAVIORS

Introduction

With the complex problems and challenges of a changing world, the need for leadership has become greater than ever before. It has been suggested that effective leadership can make a positive contribution to the quality of life throughout society.

It has been asked, "Can leadership be taught?" There are those who have advocated that it is possible to develop and provide students with a learning environment that will foster critical leadership skills and capabilities.

Leadership education has often been for a select few, but it ought not be just for a select few, rather, all individuals can and should benefit from leadership development activities. Some have argued that preparing leaders ought to include an emphasis on followership, horizontal leadership, and civic responsibility to name a few elements of this complex phenomenon.

Leadership training has provided a balanced and interdisciplinary approach to leadership study. Theoretical literature in the field has been interdisciplinary in content, however, learning about leadership should also include the interdisciplinary nature of leadership.

Purpose

The goal of this paper was to present a sample syllabus for use in an undergraduate course focused on leaders, leadership behaviors, and the leadership process in order to develop effective leaders for the 21st century.

Understanding Leadership

Stogdill used the Oxford English Dictionary to trace the development of the word "leader." He found the that the word was first used about 1300. However, the word "leadership" appeared about 1800 and referred to "political influence" (cited in Greenwood, 1993, pp. 4-5). However, Barker (1994) noted the concept of leadership has been defined by Machiavelli as "the leader's actions, skills, and abilities since the early 16th Century" (p. 46). Smith (1993) reminded us of President Eisenhower's leadership definition. When asked about leadership, Eisenhower would put a piece of string on a table and say "pull it and it'll follow you; push it and it will do nothing." Smith concluded, "That's exactly the effective way to lead people. Pull -- don't push" (p. 138).

Greenwood (1993) noted that over a number of years writers have written thousands of pages on the subject of leadership. In recent years some have come to believe leadership as the improvement of "the performance of man and machine...to increase output, and simultaneously to bring pride of workmanship to people" (Deming, 1986, p. 248). Peters and Waterman (1982) have indicated leadership is a number of things. They suggested leadership is "being purposeful," "being meticulous," "being innovative," "being visible," "being loyal," "being a listener," "being tough," and "being willing to occasionally use power." It was concluded by Barker (1994) that "leadership style, leader behavior, and even leadership relationships are manifestations of the leadership process" (p. 53). Deering, Cavenagh, and Kelley (1994) added that effective leadership results from ethical thinking.

In their study of situational leadership, Blanchard, Zigarmi, and Nelson (1993) provided three variables affecting effective leadership. They identified the leader/member relationship as central to effective leadership. Also, they suggested the degree of structure impacts on leadership effectiveness. And, finally, they claimed positional power and authority were vital

to effectiveness in leadership.

According to Lewis and Jobs (1993), successful conflict management and successful leadership has been linked. They posited leadership involves the leader's ability to influence members to realign goal-directed behaviors for the good of the organization. Such a position is based inherently on the belief that leadership and conflict management successes result from similar, if not the same, behaviors during group interaction. Thus, Lewis and Job concluded leaders benefit from training that can both "develop a good understanding of conflict and to improve practices directed at its management" (p. 57).

Potter and Fiedler (1993) pointed out that it has been suggested experience is what teaches leaders what to do and how it should be done. They indicated the absence of a clear relationship between leadership experience and leadership performance actually may have come about because of the leaders' past successes. Potter and Fielder extended the contention that a leader's technical expertise is helpful only if the leader uses a directive style. It is their position that a leader is not always responsible for a group's successes, therefore the leader's role may not be what on the surface it appears to have been in a given situation. They concluded the ever sought after experience, in fact, does not necessarily equal success.

And, Rost (1993) indicated a behavioral view of leader development presented a problem. Rost argued for a recognition of the incredible diversity of behaviors used by students, those in politics, education, health care, and business. He raised the questions, "Are certain behaviors effective and others ineffective?" And, "Can a list of behaviors be prescribed?" His conclusion was that "the facts are that leaders lead by using a wide variety of behaviors" (p. 93). It has been argued leadership skills can be enhanced "when experienced leaders exhibit the desired behaviors to subordinate employees" (Manz & Sims, 1989, p. 100).

Smith (1993) challenged the status quo by insisting efforts be made to provide interdisciplinary and multicultural visionary leadership. And, what about knowledge, expertise, and power as well as other variables that are considered part of the leader's repertoire? Of course such variables are important. But, what about caring? How does a factor such as caring fit into the formula? Or, does it? It has been suggested by Bracey, Rosenblum, Sanford, and Trueblood (1990) that effective leadership involves leading from the heart. Granted their book title has the word "managing" and not leading, but certainly leadership is what their book is about. They stated it was important to "hear and understand" followers as well as being able to tell the "truth" to someone with compassion. Also, it is their position that effective leaders have learned to disagree without be disagreeable. That is they have mastered the ability to disagree without making the other party feel wrong in its position. Yet another vital element in the formula is to remember to look for the loving intentions of others. And, lastly it is crucial to acknowledge the greatness that is in each person.

Barge (1994) wrote:

> Implicit within all leadership theories is the notion that leaders are most effective when they can dissect the demands and constraints of a situation and perform the required actions to take advantage of a situation's opportunities and overcome its constraints. (p. 57)

Therefore, he concluded it was necessary for leaders to be skilled so they can effectively do the job of leading.

LeBoeuf (1985) candidly asserted "if you read and hear enough

viewpoints from enough experts, the odds are good you will be totally confused" (p. 21). More recently Barge (1994) affirmed the existence of a large number of leadership theories and their resultant confusion. LeBoeuf (1985) pointed out that all the rhetoric, complexity, and confusion created massive frustration for him. He found he suffered from information overload. LeBoeuf called for those interested in effective leadership to go back to the basics to find the answers because the greatest truths are not new.

Communication and Leadership

Gouran, Wiethoff, Doelger (1994) defined communication as "the purposeful production and transmission of a message by one person to one or more other persons" (p. 6). Their position reflected the pervasiveness of communication. They contended much of people's accomplishments or failures, are directly related to one's communication skill and the ability to fulfill interpersonal goals. Gouran et al. underscored the important connect between communication and leadership when they wrote, "Leaders of every type place communication skills at the foundation of their activity" (p. 12).

Somewhat more directly related to leadership, Barge (1994) indicated the importance of communication in leadership theory varies greatly depending on the specific theory (e.g., trait and contingency trait theories). In contrast he indicated transformational, universal, and situational theories acknowledge communication, in varying degrees of importance, plays a role in effective leadership.

However, Barge (1994) did note the historical tie between communication networks and leadership. He drew four conclusions:

1. Network involvement is positively associated with the accuracy of the impressions generated by a leader.
2. Network involvement is positively correlated with the level of personal influence of a leader.
3. As the knowledge of the existing network increases, the level of personal influence of a leader is enhanced.
4. Leaders are better able to facilitate change and innovation within organizations when they are involved in multiple communication networks. (p. 85)

Leadership Education

In the world of leadership education not only have graduate and undergraduate students, civic leaders, politicians, and business personnel (Klenke, 1993) been targeted for training, but also those who "lead" the institutions of higher education. Gmelch and Miskin (1993) stated that department leadership requires more than filling the role of department "figure head." They argued "effective leadership requires an emotional commitment, it demands competence and confidence" (p. 128). They concluded the primary leadership challenge is to prepare oneself. As suggested by Lester (1993), creative leadership for total quality demands an understanding of leadership skills, attitudes, and values as central to achieving the leader's goals. This has to be an ongoing process. "Leadership is hard" (Rost, 1993, p. 109).

"A fundamental assumption underlying the Jepson School curriculum is leadership is learned and develops over time through education and experience," wrote Klenke (1993, p. 119). Unfortunately leadership development lags behind the demand curve for new leaders. Rost (1993) cautioned that leadership development and training must account for the fact that the majority of those currently being trained will have to function in the 21st century. They will need "new" skills. Their skills will have to fit the situations of a postindustrial world. The goods news, as cited by Klenke (1993), is that

leadership is best viewed as a set of behaviors that can be successfully taught.

Wren (1994) provided seven important considerations for a leadership course. First, he suggested students should be made to feel comfortable with the concept of leadership. Next, he indicated students must be able to recognize the various elements of leadership. Also, he stated students need to know something about the process of leadership. Fourth, it was his contention that students ought to have an increased awareness of the practice of leadership. Further, he argued students should have a sense of the purposes of leadership. And, he posited students must begin to develop an awareness of individual strengths and weaknesses as a leader in order to develop a personal approach to leadership. Finally, he wrote students need to enhance their skills of analysis along with improving oral and written communication capabilities.

In their study of leadership, Kouzes and Posner (1987) found three categories affecting a leader's potential: (a) trial and error, (b) people, and (c) education. They acknowledged that they found encouragement in the increasing number of leadership programs being developed and implemented on college campuses. They suggested to develop leadership abilities it was important to focus on interpersonal skills and the ability to think. They further encouraged courses in functional areas that are relatively unknown to the student. And, according to them, it was important for students of leadership to stay caught up in their chosen field. Finally, Kouzes and Posner suggested the most effective leaders are generalists; those with breadth.

"Effective leaders are constantly learning" (Kouzes & Posner, 1987, p.298). With this thought in mind let us turn our attention to the sample leadership behaviors course syllabus and its rationale.

Rationale for INTS 202

There exists a reciprocal relationship between the institution served, the individual leader, and the values from a cultural and interpretive perspective of leadership (Birnbaum, 1992). Looking at leadership through the organization's cultural lens is not to imply that a particular leader plays no part in organizational life, but it does suggest that leaders may exert influence less through planning, decision making, and related administrative activities than through affecting others' interpretations of institutional life. It is evident that the choices a person makes determine the "reality" seen by that individual, everyone in the organization "sees" a different reality. It is very difficult to know if the things happening at the moment are important or not, and since everyone has a different view of what is going on, the "leadership process" involves social interactions that take place within a context in response to specific situations. That is to say, leadership exists only in the relationship between "leader" and "led." Understanding leadership behavior cannot be achieved without attending to this relationship.

Leadership is what an individual does (Birnbaum, 1992). Factors that affect the way actions and leadership potential are understood include:
(a) LEGITIMATION - leadership is behavior that influences others. Legitimacy is always a matter of interpretation dependent on the perceptions of the followers.
(b) INTENTIONS - outcomes must in some way reflect the desires of the leader. Because outcomes are related to human action rather than external forces or chance, the tendency is to search for a connection between events and leadership actions. (c) INITIATIVE - leadership is NOT routine. Leadership involves interpretation. It means that people expect the leader to respond to situations by exercising independent judgment and discretion. (d) MORALITY - leaders make choices. As an individual makes choices, these choices define the moral

dimension of leadership in that they often require value judgments outside the bounds of rules. and, (e) BEHAVIOR - leaders must be able to motivate and influence others through changes in perceptions that evoke changes in behavior.

Effective leadership means that an individual is able to move others toward a common perception of reality so they share a common understanding of where the organization is and where it should be going. This type of leadership reflects an increased commitment to work together to reach a common goal. EVERYONE exhibits leadership behavior. "Distinguishing leaders from nonleaders is therefore less an analysis of what people do that influences others and affects outcomes than it is of the frequency with which they do (or are seen to do) these things and the breadth and significance of the issues that they affect" (Birnbaum, 1992, p. 16).

The information in the sample syllabus is detailed enough to provide the reader with a clear idea of the nature, purpose, and activities of the leadership behaviors course. Potential users are reminded that most of the material cited is protected by copyright. Permission must be obtained. Some items such as the MODI-Self assessment instrument, Crisp publications, and the Looking Glass simulation must be purchased before use in a leadership course. Alternative exercises may be identified and used from Pfeiffer and Company without requiring permission when used in the classroom.

Sample Syllabus

INTRODUCTION TO LEADERSHIP BEHAVIOR
INTS 202

Instructor: Office:
Office Phone #: Office Hours:

COURSE DESCRIPTION:
An interdisciplinary course designed to take the student from the theory component to the practical process of leadership. Course activities will cover the basic concepts essential to personal skills development and organizational leadership behavior.

LEADERSHIP STUDIES PHILOSOPHY: The course is built on four guiding principles:

1. With the complex problems and challenges of our changing world, the need for leadership is as great as ever before. Effective leadership can make a positive contribution to a better quality of life at all levels of society.
2. Leadership can be taught. It is possible to develop and provide students with a learning environment that will foster critical leadership skills and capabilities.
3. Leadership education is not just for a select few, but rather, all individuals can and should benefit from leadership development activities. Emphasis is placed on followership, horizontal leadership, and civic responsibility.
4. Importance is placed on providing a balanced and interdisciplinary approach to leadership study. While the theoretical literature in the field is interdisciplinary in content, our learning environment should also be interdisciplinary in nature.

COURSE GOALS: To develop effective leadership behavior, the students will...

1. develop critical thinking skills.
2. develop increased written communication skills.
3. develop increased oral communication skills, both speaking and listening.
4. develop an understanding of the mental, physical, social, organizational,

and emotional factors affecting individuals.

5. develop the use of activities and strategies which promote productive interaction between "leader" and "led."

UNDERSTANDING LEADERSHIP:

There exists a reciprocal relationship between the institution served, the individual leader, and the values from a cultural and interpretive perspective of leadership. Looking at leadership through the organization's cultural lens is not to imply that a particular leader plays no part in organizational life, but it does suggest that leaders may exert influence less through planning, decision making, and related administrative activities than through affecting others' interpretations of institutional life. It is evident that the choices a person makes determine the "reality" seen by that individual, everyone in the organization "sees" a different reality. It is very difficult to know if the things happening at the moment are important or not, and since everyone has a different view of what is going on, the "leadership process" involves social interactions that take place within a context in response to specific situations. That is to say, leadership exists only in the relationship between "leader" and "led." Understanding leadership behavior cannot be achieved without attending to this relationship.

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COURSE REQUIREMENTS:	POINTS:
1. Midterm examination	100
2. Final examination	100
3. Leadership project	100
4. Leadership report	100
5. Leadership assessment report	100
6. Oral report over leadership article	100
7. Participation	200
TOTAL POINTS	800

EXTRA CREDIT:

A student may earn up to a maximum of 15 points extra credit. Options will be discussed in class. If you have an idea for earning extra credit, please discuss the idea with the instructor. There are numerous opportunities; they are limited only by your creativity.

GRADING SCALE:

100-94% = A; 93-85% = B; 84-70% = C; 69-60% = D; 59% and less = U.

LATENESS POLICY:

All unexcused, late work will automatically be lowered 10%.

ATTENDANCE POLICY:

Attendance is REQUIRED (see catalog).

INCOMPLETES:

A grade of "I" will be granted only in PROVEN cases of medical, psychological, or personal incapacitation.

INSTRUCTOR ASSISTANCE:

It is the goal of the instructor of this course to provide a valuable learning environment. If you experience difficulties, academic or personal, that inhibit your successful completion of this course, please contact the instructor as soon as possible. Avoid waiting to seek assistance until it is nearly or impossible to resolve the problem/s. The instructor is available to work with you before and after class should you want to discuss class materials or assignments. Please feel free to make an appointment to visit with the instructor about "leadership."

DESCRIPTION OF ASSIGNMENTS:

1. Midterm examination: A 100-point test consisting of multiple choice, true/false, matching, and short answer essay questions designed to demonstrate understanding and integration of concepts, discussions, lecture material, structured learning exercises, and assigned readings.
2. Final examination: A 100-point test consisting of multiple choice, true/false, matching, and short answer essay questions designed to demonstrate understanding and integration of concepts, discussions, lecture material, structured learning exercises, and assigned readings.
3. Leadership project. A realistic simulation designed to allow participation in the daily "life of a top management team." The simulation is called the Looking Glass, Inc.
4. Leadership report. A written profile of a local, state, national, or international leader. The report is to be a typed, double-spaced description of the leader. Length: 5 to 7 pages (minimum). Use American Psychology Association Manual (3rd ed.) format. Content, spelling, and grammar will be evaluated. Submit with a title/author page and enclosed in a plastic slick essay folder. The paper should be based on a personal interview and/or library research of the individual. It should include an analysis and evaluation of the individual's characteristics and style.
5. Leadership assessment report. Self-understanding is an important key to becoming an effective leader. Using the "Leadership Potential Scale" (Learning to lead: An action plan for success, p. 3), type and double-space a 3 to 5 page self-assessment of personal leadership attributes. In the report include discussion of personal leadership style, how it differs from others' perceptions, what needs improvement, and what you are doing that you should continue to do.
6. Oral report over leadership article. A 6 to 8 minute oral report over an article dealing with an aspect of leadership behavior. The article must be

not less than 6 pages in length. There will be a question/answer period following the oral presentation. Effective oral communication skills are expected (e.g., tell them what you will say, say it, and tell them what you told them).

7. Class participation includes attendance, advance preparation, and active involvement. Involvement should demonstrate preparation for class, analytical ability, and recognition of critical leadership issues as they relate to leader behavior. Participation in class discussions and Structured Learning Exercises (SLEs) are expected and evaluated.

LEADERSHIP ROUNDTABLE:

The Leadership Roundtable group will assist with SLE activities and team projects.

TEXTBOOKS:

Byham, W.C. (1988). ZAPP: The lightening of empowerment. Ballantine Books: New York.

Kouzes, J. M., & Posner, B. Z. (1987). The leadership challenge: How to get extraordinary things done in organizations. Jossey-Bass: San Francisco.

LEVELS OF LEARNING:

Three levels of learning have been identified for the course: comprehension, analysis and synthesis, and application. COMPREHENSION means that students will be introduced to theories and concepts through assigned readings, lectures, and audio-visual materials. Students will be tested to reinforce their intellectual mastery of the material. ANALYSIS AND SYNTHESIS means students will be expected to demonstrate that they have critically analyzed the course materials so that they can synthesize the materials in class discussions and in oral reports and written assignments. APPLICATION means the students will be expected to effectively demonstrate their understanding of leadership behavior in a "relatively" safe environment through participation in structured learning exercises (SLEs).

COURSE OBJECTIVES: The student will understand and be able to demonstrate...

1. effective interpersonal communication skills.
2. critical thinking for decision making and problem solving.
3. positive self-esteem behaviors.
4. effective time and stress management techniques.
5. role and norm setting to enhance the synergistic qualities of group dynamics and promote a sense of "team."
6. effective delegation of authority and responsibility to promote achievement of personal and organizational goals.
7. negotiating behaviors for effective conflict management.
8. assertiveness behaviors that allow for the empowerment of both the "leader" and the "led."
9. the ability to manage resources including planning for and administration of an organization.
10. the importance of working together through a recognition of the various gender and cultural factors present in the work place.

COURSE SCHEDULE:

UNIT I: PERSONAL SKILLS DEVELOPMENT

Week 1

Day 1 - Orientation. Discuss course syllabus. Get acquainted.

Week 2

Day 2 - Leadership. Self-Assessment: "Leadership Potential Scale" (Learning to lead: An action plan for success, p. 3).

Day 3 - "Leadership is in the Eye of the Beholder" (University Associates, 1989, p. 233).

Week 3

Day 4 - Discuss Leadership Challenge - Part I - pp. 1-28.

Day 5 - "Organizational Roles and Perceptions of Leadership and Followership" (Human Communication Handbook: Simulations and Games, Vol. 2, p. 87-88).

Week 4

Day 6 - Interpersonal Communication. The art of communicating: Achieving interpersonal impact in business. SELF-ASSESSMENT PAPER DUE (Course Requirement #5).

Day 7 - Discuss Leadership Challenge - Part II - pp. 29-78.

Week 5

Day 8 - Self-esteem. Developing self-esteem: A positive guide for personal success.

Day 9 - Speaker.

Week 6

Day 10 - Discuss Leadership Challenge - Part III - pp. 79-130.

Day 11 - Time management. Personal Time Management.

Week 7

Day 12 - Critical thinking for problem solving and decision making." Creativity and Creative Problem Solving" (University Associates, 1981, p. 1290).

Day 13 - Discuss Leadership Challenge - Part IV - pp. 130-186.

Week 8

Day 14 - Assertiveness and empowerment of yourself and others. "Assertion Theory" (Empowerment).

Day 15 - Women as leaders. "Characteristics of Effective Leaders" (p. 2), "Prejudices Against Women as Leaders" (p. 13-14), and "Working with Men" (p. 15), Leadership skills for women: Achieving impact as a manager.

Week 9

Day 16 - Discuss Leadership Challenge - Part V - pp. 187-238.

Day 17 - TEST #1.

Week 10

Day 18 - Cultural factors affecting leadership. "How Am I Different?" (p. 7-8), "What We Make of Differences" (p. 9), and "Your Mind at Work" (p. 11), Working together: How to become more effective in a multicultural organization.

Day 19 - Stress management. "Missiles. Sources of Stress" (University Associates, 1980, p. 43.)

Week 11

Day 20 - SPRING BREAK.

Day 21 - SPRING BREAK.

Week 12

Day 22 - Discuss Leadership Challenge - Part VI - pp. 239-276.

Day 23 - Leadership styles and behavior. "Styles of Leadership" (University Associates, V, p. 19).

Week 13

Day 24 - Discuss Leadership Challenge - Part VII - pp. 277-302.

Day 25 - Speaker.

Week 14

Day 26 - Leadership and power. "Bases of Power" (Delegating for Results).

UNIT II: LEADERSHIP IN ORGANIZATIONS (Read Textbook - ZAPP)

Day 27 - Team building. "Groups Versus Teams" (p. 5) and "Differences Between Group-centered Managers and Team-centered Managers" (p. 7), Team building: An exercise in leadership.

Week 15

Day 28 - "Role Clarification: A Team-Building Activity" (University Associates, V, p. 108).

Day 29 - Motivation. "What Do People Want From Their Jobs?" (Games Trainers Play, p. 121).

Week 16

Day 30 - Decision making. "The Dollar Exchange/Idea Exchange" (Games Trainers Play, p. 69).

Day 31 - Oral reports (Course requirement #6).

Week 17

Day 32 - Conflict. "MODI-Self" (Management of Differences Inventory, by Herbert S. Kindler, Ph.D., Center for Management Effectiveness, Inc. Revised 1987, Center, PO Box 1202, Pacific Palisades, CA 90272).

Day 33 - TEST #2.

UNIT III: APPLICATION

Week 18

Day 34 - FINAL EXAMINATION WEEK - Simulation. "Looking Glass, Inc." LEADER ASSESSMENT REPORT DUE (Course Requirement #4).

Conclusion

The goal of this paper was to present a sample syllabus for use in an undergraduate course focused on leaders, leadership behaviors, and the leadership process. As cited by Kouzes and Posner (1987), "Effective leaders are constantly learning" (p. 298). Unfortunately educators have lagged behind the development curve in providing for effective leaders to meet the challenges of the 21st century. As leaders are trained it will be necessary to include elements such as ethics, multicultural diversity, communication skills, an understanding of people & knowledge of the leadership process. What a leader is can be improved, if not actually learned, through training and education.

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